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ABSTRACT

This guide provides instructions to local education agencies about how to use California instructional materials standards maps. California Assembly Bill 699/Canciamilla Chapter 591 of the state Statutes of 2001 requires publishers to submit standards maps to local education agencies (LEAs), so school districts can determine the extent to which instructional materials or combinations of instructional materials for students in grades 9-12 align with the content standards adopted by the California State Board of Education. The standards maps are a tool for LEAs to use when evaluating instructional materials for alignment to content standards as local school boards must certify that materials are aligned to the California content standards. This 9-12 History/Social Science Instructional Materials Standards Map assists in this process. The first three columns are defined as follows: (1) the grade level(s) of the standard; (2) the standard number; and (3) the text of each grade level standard. Standards maps are required only for basic, not supplementary, instructional materials. The review of the standards map is only one tool for use during the local instructional materials evaluation and adoption process. (BT)

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ED 474 420

California Department of Education

History-Social Science Grades 9-12 Standards Map Templates

California Department of Education
721 Capitol Mall
Sacramento, CA 94244-2720

Adopted by SBE on 2/6/02

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History-Social Science, Grades 9-12

Instructions for Local Education Agencies for Using California Instructional Materials Standards Maps*

Introduction

Assembly Bill 699/Canciamilla, Chapter 591 of the Statutes of 2001, requires publishers to submit standards maps to local education agencies (LEAs), so that the school districts can determine the extent to which instructional materials or combination of instructional materials for pupils in grades 9-12 align with the content standards adopted by the State Board of Education (Education Code Section 60451, subsection d). **By August 1, 2002** publishers will be required to include completed standards maps for materials offered for sale in the four core content areas in grades 9 – 12. These standards maps must be submitted to local education agencies before the purchase of any materials after that date. These templates will be filled out by the publishers citing where their materials align with the content standards. The standards maps are a tool for LEAs to use when evaluating instructional materials for alignment to content standards as local school boards must certify that materials are aligned to the California content standards [Education Code section 60451(c)]. The 9 – 12 Instructional Materials Standards Map will assist in this process.

On the attached form approved by the State Board of Education, standards maps will list all of the standards for each content area. Publishers will cite page(s) where the specific standard is found in the materials submitted to the LEA. It is possible that one textbook will not cover all of the content standards since secondary courses may cover only one domain (i.e., chemistry, biology) or one strand (i.e., algebra, geometry) in a content area. While the LEAs may expect to find that there are strands or domains that are not addressed in specific instructional materials, the LEA has an obligation to provide standards aligned instructional materials to students for the courses taught. This may be accomplished through the purchase of a combination of materials or through one text.

For materials to be sold in California, publishers are required to have standards maps available for local education agencies to use in their local review process by August 1, 2002.

Role of LEAs in Determining Standards Alignment

- Standards maps are required only for basic, and not supplementary instructional materials, as defined in Education Code Section 60010(a).
- The review of the Standards Map is only one tool for use during the local instructional materials evaluation and adoption process.

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* Adopted by the State Board of Education on February 6, 2002, pursuant to AB 699, Chapter 591, which amends §60451 of the California Education Code to require publishers of instructional materials for grades 9-12 to submit standards maps that "shall be filled out using a standard form created and approved by the State Board of Education." California Department of Education, 5/16/2002

- It is the responsibility of the LEA to ascertain that their instructional program and the instructional materials to be used in the classroom align with grade level content standards. Local school governing boards, through resolution, must approve instructional materials as being aligned with content standards pursuant to Education Code section 60451(c).

- Local education agency reviewers should check all citations provided by the publisher to verify that the materials sufficiently meet the content standards. **This is determined by the local education agency, not the publisher.**

- The terms used in the **Publishers Citations** in the Maps are: *Introduced, Practiced,* and *Taught to Mastery.* These are terms used to describe the depth and type of coverage a particular standard receives. **They do not imply a preferred teaching sequence.**

- Citations may not appear in all three categories for a specific standard (*Introduced, Practiced,* and *Taught to Mastery)* as some standards may have been introduced in a previous course.

- Grades 9 – 12 content standards are taught in a series of domain and/or strand specific courses and it is to be expected that there will be standards that are not taught in a particular course or textbook.

- If standards are not taught in the textbook for a given domain and/or strand a combination of materials may be used to teach those standards.

- Publishers have added comments regarding their citations in an appendix at the back of the document. **Please do contact them with questions regarding the citations.**

- It is recommended that LEAs schedule presentations by publisher representatives on each program reviewed.

- LEAs are strongly encouraged to collaborate with other LEAs (districts, County Offices of Education) that are adopting the same or similar materials, to confirm and share information on instructional materials that meet or do not meet the content standard(s).

Description of the Standards Map

The first column is the grade level(s) of the standard. The second column is the standard number. The third column is the text of each grade level standard.

Publishers should complete the following sections of the document:

- Columns four, five, and six (Publisher Citations) are reserved **for use by the publishers** to identify citations where the standard is **introduced, practiced, and taught to mastery**. You will find these columns after each of the standards.

- The following definitions for citations do not imply an instructional sequence.

Citations:

These are the places in the program where a specific standard is has been covered. Space is provided for three types of citations.

- **Introduced**: These are places in a program where a specific standard is introduced and the student is exposed to the material for the first time, or a standard is reintroduced from a previous course.

- **Practiced**: These are opportunities for students to practice what they have learned.

- **Taught to Mastery**: This is a place or places in the program where thorough instruction is provided in the knowledge, skills and strategies, specified in a particular standard.

- Citations for introduction and mastery may be the same in some instances.

9-12 Local Education Agencies should complete the following sections of the document:

- Columns seven, eight, and nine are shaded and blank, as they are provided **for use by 9-12 Local Education Agencies (LEAs)** to evaluate whether the program is "meeting" (Y-yes) or "not meeting" (N-no) the standards. The final column is used for note taking by the 9-12 LEA.

  Meets the Standard: This is column seven, the Y column. The standard is addressed completely and clearly, providing substantial material for teaching and learning.

  Does Not Meet the Standard: This is column eight, the N column. The standard is not addressed, or the program reflects little or no alignment with the standard. There is insufficient material for teaching and learning the standard.

Important Web Sites

- For the Content Standards for California Public Schools, in PDF and HTML format, visit http://www.cde.ca.gov/standards/.

- For the History-Social Science Curriculum Framework, visit http://www.cde.ca.gov/cfir/.

- For lists of state-adopted instructional materials for grades K-8, visit http://www.cde.ca.gov/cfir/pl/index.asp.

For technical assistance, please contact Kathy Jacobsen of the Curriculum Frameworks and Instructional Resources Division at 916-657-4892 (email:kjacobse@cde.ca.gov), or Kenneth McDonald at 916-653-6595 (email:kmcdonal@cde.ca.gov).

History-Social Science, Grades 9-12

Instructions for Publishers for Completing California Standards Maps*

Introduction

Assembly Bill 699/Canciamilla, Chapter 591 of the Statutes of 2001, requires publishers to submit standards maps to local education agencies (LEAs), so that the school districts can determine the extent to which instructional materials or combination of instructional materials for pupils in grades 9-12 align with the content standards adopted by the State Board of Education (Education Code Section 60451, subsection d). Also, the legislation requires LEAs to use the standards maps in their local review process prior to purchasing instructional materials for grades 9-12, to certify via a local board resolution that the instructional materials or combination of instructional materials align to the content standards (Education Code Section 60451, subsection c).

The Department of Education is sending blank copies of the standards maps for History-Social Science, Science, Mathematics, and Reading/English Language Arts/English Language Development to 9-12 publishers, and to local 9-12 education agencies. The instruction pages for publishers and the local school agencies identify roles and responsibilities of publishers and LEAs.

The standards maps templates will be available by the end of April 2002 on the Curriculum Frameworks and Instructional Resources Division website at: http://www.cde.ca.gov/cfir. If publishers have questions regarding the completion of the standards maps they may contact: Kathleen Jacobsen, Consultant, at (916) 657-4892, or Kenneth McDonald, Analyst, at (916) 653-6595.

For materials to be sold in California, publishers are required to have standards maps available for local education agencies to use in their local review process by August 1, 2002.

Responsibilities of Publishers in Completing Standards Maps

- Standards maps are required only for basic, and not supplementary instructional materials, as defined in Education Code Section 60010.
- Publishers should fill-out the form and provide information in the *Publisher's Notes Section* that includes the title of the program, a list of the program components, and a brief description of the targeted student population.
- Publishers should provide information to the local school districts if the textbook for a course addresses only one domain/strand, etc. Since grades 9-12 content standards are

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often taught in a series of domain and/or strand specific courses, there may be standards that are not taught in a particular course or textbook.

- Publishers should remember that not all of the citations boxes on a standards map may be filled in. It will depend on what is submitted to local education agencies for review and evaluation, such as the course text and the relevant domains/strands.

- Publishers are reminded that **they are not allowed to change the format of the standards maps in any way, or to delete any of the standards,** except to fill in information in the sections provided specifically for their use.

- Publishers should be aware that the definitions in the ***Citation Section*** for *introduced, practiced,* and *taught to mastery* **do not imply a preferred instruction sequence for teachers.**

- Publishers should use the "appendix" section at the back of each grade level standards map to provide additional comments regarding their citations on coverage of specific standards, if it is necessary. Please footnote with a number, such as 1, 2, 3, etc. in the citation box. **Keep the actual citations simple and reference the page number and/or the span of pages**.

- Publishers may find in some instances that a standard is introduced, practiced, and taught to mastery in a single citation, or they may find that there are several citations in each category that cover a specific standard. Please explain in the appendix to the local education agencies reviewing the instructional materials, if the above statement is applicable.

Role of LEAs in Determining Standards Alignment

- Local governing boards must certify that materials are aligned to the content standards (*Education Code section 60451*).

- LEAs should check all citations, to verify that the materials submitted by publishers sufficiently meet the content standards that the publisher has cited. This is determined by the LEA, not the publisher. Please note that although the publisher has listed citations that indicate that the standard has been met, LEAs are still obligated to review the materials and confirm that the citations are accurate and in sufficient alignment with the respective content standard(s).

- LEAs are strongly encouraged to collaborate with other LEAs (districts, County Offices of Education) that are adopting the same or similar materials, to confirm and share information on instructional materials that meet or do not meet the content standard(s).

Description of the Standards Map

The first column is the grade level(s) of the standard. The second column is the standard number. The third column is the text of each grade level standard.

Publishers should complete the following sections of the document:

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- The following definitions for citations do not imply an instructional sequence.

Citations:

These are the places in the program where a specific standard has been covered. Space is provided for three types of citations.

- **Introduced**: These are places in a program where a specific standard is introduced and the student is exposed to the material for the first time, or a standard is reintroduced from a previous course.

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Publisher:
Program Title:
Components:
Grade Level(s):
Intended Audience:

Standards Map - Basic Comprehensive Program
Grade Ten - History-Social Science
World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	10.1	**Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**						
10	(1)	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.						
10	(2)	Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's						
10	(3)	Consider the influence of the U.S. Constitution on political systems in the contemporary world.						

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* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	10.2	**Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**						
10	(1)	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolivar, Thomas Jefferson, James Madison).						
10	(2)	List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).						
10	(3)	Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.						
10	(4)	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.						
10	(5)	Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.						

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* For more information, see Notes.

For questions, contact Kathy Jacobsen, CFIR Division, California Department of Education ©, (916) 657-4892

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	10.3	**Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**						
10	(1)	Analyze why England was the first country to industrialize.						
10	(2)	Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).						
10	(3)	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.						
10	(4)	Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.						
10	(5)	Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.						
10	(6)	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.						
10	(7)	Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.						

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	10.4	**Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.**						
10	(1)	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).						
10	(2)	Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.						
10	(3)	Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.						
10	(4)	Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.						

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	10.5	**Students analyze the causes and course of the First World War.**						
10	(1)	Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."						
10	(2)	Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).						
10	(3)	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.						
10	(4)	Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.						
10	(5)	Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.						

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	**10.6**	**Students analyze the effects of the First World War.**						
10	(1)	Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.						
10	(2)	Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.						
10	(3)	Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.						
10	(4)	Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).						
10	**10.7**	**Students analyze the rise of totalitarian governments after World War I.**						
10	(1)	Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).						
10	(2)	Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).						

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* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	(3)	Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.						
10	10.8	**Students analyze the causes and consequences of World War II.**						
10	(1)	Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.						
10	(2)	Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.						
10	(3)	Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.						
10	(4)	Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).						
10	(5)	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.						

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	(6)	Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.						
10	**10.9**	**Students analyze the international developments in the post–World War II world.**						
10	(1)	Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.						
10	(2)	Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.						
10	(3)	Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.						
10	(4)	Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).						

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
10	(5)	Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.						
10	(6)	Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.						
10	(7)	Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.						
10	(8)	Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.						
10	**10.10**	**Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.**						
10	(1)	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.						

* For more information, see Notes.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	(2)	Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.						
10	(3)	Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.						
10	10.11	**Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).**						

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**								
		CHRONOLOGICAL AND SPATIAL THINKING						
10	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.						
10	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.						
10	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.						
10	4.	Students relate current events to the physical and human characteristics of places and regions.						

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
10	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.						
10	2.	Students identify bias and prejudice in historical interpretations.						
10	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.						
10	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.						
		HISTORICAL INTERPRETATION						
10	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.						
10	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.						
10	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.						
10	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
10	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.						
10	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.						

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

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* For more information, see Notes.

Publisher:

Program Title:

Components:

Grade Level(s):

Intended Audience:

Standards Map - Basic Comprehensive Program
Grade Eleven - History-Social Science
United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11	11.1	**Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.**						
11	(1)	Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.						
11	(2)	Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.						

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11	(3)	Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.						
11	(4)	Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.						
11	**11.2**	**Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.**						
11	(1)	Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.						
11	(2)	Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.						
11	(3)	Trace the effect of the Americanization movement.						
11	(4)	Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.						
11	(5)	Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.						
11	(6)	Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.						

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
11	(7)	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).						
11	(8)	Examine the effect of political programs and activities of Populists.						
11	(9)	Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).						
11	**11.3**	**Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**						
11	(1)	Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).						
11	(2)	Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.						

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11	(3)	Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).						
11	(4)	Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.						
11	(5)	Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.						
11	**11.4**	**Students trace the rise of the United States to its role as a world power in the twentieth century.**						
11	(1)	List the purpose and the effects of the Open Door policy.						
11	(2)	Describe the Spanish-American War and U.S. expansion in the South Pacific.						
11	(3)	Discuss America's role in the Panama Revolution and the building of the Panama Canal.						
11	(4)	Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.						
11	(5)	Analyze the political, economic, and social ramifications of World War I on the home front.						
11	(6)	Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.						

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
11	11.5	**Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**						
11	(1)	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.						
11	(2)	Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.						
11	(3)	Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).						
11	(4)	Analyze the passage of the Nineteenth Amendment and the changing role of women in society.						
11	(5)	Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).						
11	(6)	Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.						
11	(7)	Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.						

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11	11.6	**Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**						
11	(1)	Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.						
11	(2)	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.						
11	(3)	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.						
11	(4)	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).						

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11	(5)	Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.						
11	**11.7**	**Students analyze America's participation in World War II.**						
11	(1)	Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.						
11	(2)	Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.						
11	(3)	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).						
11	(4)	Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).						
11	(5)	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.						

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11	(6)	Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.						
11	(7)	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).						
11	(8)	Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.						
11	11.8	**Students analyze the economic boom and social transformation of post–World War II America.**						
11	(1)	Trace the growth of service sector, white collar, and professional sector jobs in business and government.						
11	(2)	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.						
11	(3)	Examine Truman's labor policy and congressional reaction to it.						
11	(4)	Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.						
11	(5)	Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.						
11	(6)	Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.						

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11	(7)	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.						
11	(8)	Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).						
11	**11.9**	**Students analyze U.S. foreign policy since World War II.**						
11	(1)	Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.						
11	(2)	Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.						

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11	(3)	Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: • The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting • The Truman Doctrine • The Berlin Blockade • The Korean War • The Bay of Pigs invasion and the Cuban Missile Crisis • Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies • The Vietnam War • Latin American policy						
11	(4)	List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).						
11	(5)	Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.						
11	(6)	Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.						
11	(7)	Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.						

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11	11.10	**Students analyze the development of federal civil rights and voting rights.**						
11	(1)	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.						
11	(2)	Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke*, and California Proposition 209.						
11	(3)	Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.						
11	(4)	Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.						

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11	(5)	Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.						
11	(6)	Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.						
11	(7)	Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.						
11	**11.11**	**Students analyze the major social problems and domestic policy issues in contemporary American society.**						
11	(1)	Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.						
11	(2)	Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).						

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11	(3)	Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.						
11	(4)	Explain the constitutional crisis originating from the Watergate scandal.						
11	(5)	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.						
11	(6)	Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.						
11	(7)	Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.						

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**								
		CHRONOLOGICAL AND SPATIAL THINKING						
11	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.						
11	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.						
11	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.						
11	4.	Students relate current events to the physical and human characteristics of places and regions.						

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		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
11	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.						
11	2.	Students identify bias and prejudice in historical interpretations.						
11	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.						
11	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.						
		HISTORICAL INTERPRETATION						
11	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.						
11	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.						
11	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.						
11	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.						
11	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.						

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

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Publisher:
Program Title:
Components:
Grade Level(s):
Intended Audience:

Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

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		PRINCIPLES OF AMERICAN DEMOCRACY						
12	12.1	**Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**						
12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.						
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.						

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12	(3)	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."						
12	(4)	Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.						
12	(5)	Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.						
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.						
12	**12.2**	**Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**						
12	(1)	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).						

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12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).						
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.						
12	(4)	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.						
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.						
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).						
12	**12.3**	**Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**						
12	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.						

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12	(2)	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.						
12	(3)	Discuss the historical role of religion and religious diversity.						
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.						
12	**12.4**	**Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**						
12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.						
12	(2)	Explain the process through which the Constitution can be amended.						
12	(3)	Identify their current representatives in the legislative branch of the national government.						
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.						

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12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.						
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.						
12	**12.5**	**Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**						
12	(1)	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal protection-of-the-law clauses of the Fourteenth Amendment.						
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).						
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.						
12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia* (VMI).						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	12.6	**Students evaluate issues regarding campaigns for national, state, and local elective offices.**						
12	(1)	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.						
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.						
12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.						
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).						
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).						
12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.						

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12	**12.7**	**Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**						
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.						
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.						
12	(3)	Discuss reserved powers and concurrent powers of state governments.						
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.						
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.						
12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.						
12	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.						
12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.						
12	**12.8**	**Students evaluate and take and defend positions on the influence of the media on American political life.**						
12	(1)	Discuss the meaning and importance of a free and responsible press.						

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12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.						
12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.						
12	**12.9**	**Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**						
12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.						
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).						
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.						
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).						

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12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.						
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.						
12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).						
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.						
12	12.10	**Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.**						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**								
		CHRONOLOGICAL AND SPATIAL THINKING						
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.						
12	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.						
12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.						
12	4.	Students relate current events to the physical and human characteristics of places and regions.						

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.						
12	2.	Students identify bias and prejudice in historical interpretations.						
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.						
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.						
		HISTORICAL INTERPRETATION						
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.						
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.						
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.						
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.						
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.						

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

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Publisher:

Program Title:

Components:

Grade Level(s):

Intended Audience:

Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of Economics

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
		PRINCIPLES OF ECONOMICS						
12	12.1	**Students understand common economic terms and concepts and economic reasoning.**						
12	(1)	Examine the causal relationship between scarcity and the need for choices.						
12	(2)	Explain opportunity cost and marginal benefit and marginal cost.						
12	(3)	Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.						
12	(4)	Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.						
12	(5)	Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).						
12	12.2	**Students analyze the elements of America's market economy in a global setting.**						

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(1)	Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.						
12	(2)	Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.						
12	(3)	Explain the roles of property rights, competition, and profit in a market economy.						
12	(4)	Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.						
12	(5)	Understand the process by which competition among buyers and sellers determines a market price.						
12	(6)	Describe the effect of price controls on buyers and sellers.						
12	(7)	Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.						
12	(8)	Explain the role of profit as the incentive to entrepreneurs in a market economy.						
12	(9)	Describe the functions of the financial markets.						
12	(10)	Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.						
12	**12.3**	**Students analyze the influence of the federal government on the American economy.**						

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(1)	Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.						
12	(2)	Identify the factors that may cause the costs of government actions to outweigh the benefits.						
12	(3)	Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.						
12	(4)	Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).						
12	**12.4**	**Students analyze the elements of the U.S. labor market in a global setting.**						
12	(1)	Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.						
12	(2)	Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.						
12	(3)	Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.						

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12	(4)	Explain the effects of international mobility of capital and labor on the U.S. economy.						
12	**12.5**	**Students analyze the aggregate economic behavior of the U.S. economy.**						
12	(1)	Distinguish between nominal and real data.						
12	(2)	Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.						
12	(3)	Distinguish between short-term and long-term interest rates and explain their relative significance.						
12	**12.6**	**Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.**						
12	(1)	Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.						
12	(2)	Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.						
12	(3)	Understand the changing role of international political borders and territorial sovereignty in a global economy.						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(4)	Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.						
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12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	4.	Students relate current events to the physical and human characteristics of places and regions.						
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.						
12	2.	Students identify bias and prejudice in historical interpretations.						
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